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ABSTRACT

From August 1988 to June 1989, Rock Valley college, in cooperation with a local literacy council and the English Language Study Center, administered a project whose goal was to recruit, provide tutoring to, and provide English-as-a-Second-Language classes to employees at their place of employment. The project functioned well, with each partner carrying out the stated objectives. During the year, the program negotiated with the management of 13 companies, tested 96 employees, and produced 78 enrollments in two Illinois counties. All tuition, classroom space, and texts and materials were provided by the business sector. Five additional employees participated in workplace immigrant amnesty programs through a state legalization impact assistance grant. This report outlines the project's specific objectives, describes the situation of each participating company, makes general observations of interest to others administering workplace programs, and draws conclusions about the nature and value of such efforts. A variety of assessment, administrative, and instructional materials from the program are appended. Four instructional units are included in these materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Rock Valley College
Rockford, Illinois

English as a Second Language Workplace Program

An ISBE 353 Special Project Grant 1989

Final Project Report

July 1, 1988 - June 30, 1989

Submitted by:

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Carol Freer, ESL Workplace Coordinator

This special project was funded under Section 310 of the Federal Adult Education Act, P.L. 91-230, as amended. The facts and opinions in this report are from the project staff and do not necessarily represent those of the Illinois State Board of Education or the U.S. Department of Education.

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INTRODUCTION

From August, 1988 to June 30, 1989, Rock Valley College, in cooperation with Rockford Area Literacy Council and the English Language Study Center, has administered an Illinois State Board of Education 353 Special Project Grant. The goal of this project was to recruit, to provide tutoring and to provide English as a Second Language classes to employees at their places of work. The English as a Second Language workplace program in the Basic Skills Department has functioned admirably in 1988-1989 with each partner carrying out the stated objectives.

During this year the English as a Second Language workplace program negotiated with management in 13 companies, tested 96 employees, and produced 78 enrollments in Winnebago and Boone counties. All tuition, classroom space and texts and other materials were provided by the private business sector. Five additional employees participated in workplace amnesty programs through the State Legalization Impact Assistance Grant (SLIAG).

ESL workplace programs are now becoming a more integral part of the industrial and business communities that Rock Valley College serves. This year has brought a better understanding of the importance of workplace education and that a skilled workforce which is literate-in English means a more productive community and nation.

OBJECTIVES AND ACTIVITIES

The main goal of the 353 project for fiscal year 1988-1989 was to expand the English as a Second Language workplace literacy program throughout Winnebago and Boone counties.

The first objective was to contact those firms in the private sector which had a high percentage of LEP employees. Information was gathered from the files at Rockford Area Literacy Council and Rock Valley College. Additional contacts were made with the Rockford, Belvidere, and South Beloit Chambers of Commerce and with the city of Rockford's Human Resources Department which publishes a directory of minority owned businesses in the Rockford area.

The second objective was to develop a needs assessment for the ESL workplace program. Several forms were designed according to the specific needs of individual companies. These needs assessments were used in a number of industries that addressed ESL workplace problems. Samples of these are submitted in this report.

The third objective was to recruit students and was very successful. In most companies the ESL workplace coordinator was greeted with enthusiastic responses. The desire to learn English accompanied by the desire to become an active member of the English speaking community has made the establishment of the ESL classes relatively easy. Over 125 non-native speakers were addressed during this 1988-1989 grant year. Regardless of whether or not a company contracted for an immediate class, the long term effects of this "networking" are vital to the success of the grant.

The fourth objective, to hire ESL teachers, was very successful. Experienced ESL language teachers were contracted. These teachers were given extensive orientation to the goals of the assigned company. Meetings were also arranged between management and teaching staff and before the classes began a tour of the company was given to acquaint the teachers with the plant. Curriculum was designed with the assistance of the teacher to ensure that all the specific needs of the LEP employees were addressed.

Testing was a part of the fifth objective. Ninety-five non-native speaking employees were tested this year. The SORT, ESLOA, and a Rock Valley College ESL test were used at the places of employment. In addition, one to one interviews were also used to evaluate oral conversation skills.

The sixth objective was to participate and develop workshops for the educational and business sectors. Two in-service workshops were presented to the employees of Crusader Clinic in 1988-89. The workshops explored the types of educational opportunities available through the Basic Skills program at Rock Valley College and the individual tutoring services offered by the Rockford Area Literacy Council. The workshop had been requested when supervisors noticed that many of the Certified Nursing Assistants lacked basic reading and math skills. The response from the two sessions was positive and the women expressed interest in upgrading their skills.

Rock Valley College, in conjunction with the English Language Study Center at Rockford College, presented an ESL workshop on May 19th. Brian MacKay, Director of the English Language Study Center, presented an overview of current ESL materials and offered teaching techniques applicable to the multi-level workplace ESL classroom. Twenty-four ESL teachers and tutors attended the two hour session.

"Establishing the ESL Workplace Program" and Cross-Cultural Techniques for Management" were the two workplace components presented at the Ohio Department of Education's Promising Practices" statewide conference June 19-20 at Columbus, Ohio. The Workplace Coordinator and the College welcomed the opportunity to share the Illinois ESL program with other cut-of-state educators.

Curriculum development was the seventh objective of the grant. Personalized curriculum was developed for Rockford Process Control.

A sample of the Rockford Process Control curriculum has been submitted with this report. In addition, Gordon Bartels has also requested a workplace curriculum with particular emphasis on safety materials.

The eighth objective was to prepare four English as Second Language Workplace modules that could be effectively used in on-site classes. These four units have been submitted with this report.

The last objective was to assess the project. Different criteria was used to evaluate each company's program and the report will address each company individually.

BARRON INDUSTRIES

Barron Industries, Rockford, Illinois, is a small, family owned metal polishing business in the heart of Rockford's industrial area. Because the owner of Barron Industries employed a large number of Hispanics, he was concerned about their lack of basic communication. The most convenient means of communicating was through the use of another Spanish speaking supervisor and thus essential worktime was being lost. A contract for 30 hours of ESL was signed in December, 1988 and sixteen workers attended an on-site class held in a small cafeteria area. The classes were scheduled for Tuesday and Thursday in order to avoid the high rate of absenteeism on Monday. Attendance was still low and my recommendation at the end of the class was to promote more cross-cultural understanding through workshops in order to more adequately prepare employees for on-site classes. Mr. Barron was pleased with the ESL teacher and with the materials presented.

CARTER MANUFACTURING

Carter Manufacturing, Rockford, Illinois, is a major industry of the Midwest. A variety of industrial services are available such as injection molding, metal stamping and riveting. A presentation was made to the Human Relations Director and while the need to upgrade the basic skills of the employees was recognized further negotiations were halted until the company had completed a move to a new site. Negotiations will be renewed in the fall.

CLOCK TOWER

Clock Tower, Rockford, Illinois, a major resort responded to a literacy survey by requesting a meeting with both ESL and ABE-GED workplace coordinators. The meeting discussed the specific needs of the native and non-native employees and ways to upgrade their skills. Rockford Area Literacy Council's Workplace Coordinator offered to analyze the reading levels of the various company manuals. Because the Training Director had been recently hired, he requested additional time to study the workplace literacy materials. At this time, the company has not met with either coordinator to discuss further plans. Contact will be renewed in the fall.

GATES RUBBER

Gates Rubber, Rockford, Illinois, has been interested in establishing an ESL program on-site since April. At the initial interview, the Personnel Director stressed the importance of upgrading the language and writing skills of his Indochinese employees since the company was seriously contemplating the implementation of computer programs on the plant floor. As a result, the company was concerned that the low level language skills of its Indochinese employees would prevent them from joining new training and development programs. The ESL meeting with the employees was very positive and it was unanimous that the English class would be helpful. A Rock Valley ESL test was administered to 16 employees in May. At this time the company is in the process of establishing new work schedules so the class has been postponed until summer vacations are completed.

GORDON BARTELS

Gordon Bartels, Rockford Illinois has contracted for 30 hours of workplace ESL classes for 6 of its Hispanic employees. The primary concern of the company is that all of the workforce be prepared for OSHA examiners and that they understand the company's safety material. At the first meeting administration clarified those areas of serious concern and requested a follow-up meeting with the plant managers. Two weeks later the managers' meeting occurred and was followed by a meeting of the Hispanic workers who might be involved in this program. During this period sample texts were reviewed along with current materials dealing with safety and health hazards. A tour of the company was also arranged in order for the ESL coordinator to study situations and identify vocabulary that would prove helpful in designing curriculum. In May, the workplace coordinator also addressed the entire company and asked for their cooperation in helping the non-native employees. The class is scheduled to begin July 18th. and 6 Hispanics will participate from 6:00-7:30 A.M. twice a week. Gordon Bartels is very dedicated and committed to the literacy needs of its staff. Establishment of an ESL program is only the beginning of an educational plan to actively involve all employees, whether non-native or native in a strong educational safety program at the plant. In addition, one of the employees is Laubach trained and has offered to tutor another employee in the reading and writing areas.

MIDWEST PLATING

Midwest Plating, Herbert, Illinois, is a non-union metal plating company that had contracted for ESL classes last year. Two meetings with management and three with the employees were held to discuss the possibilities of classes for '88-'89. Since the workers would not receive paid time release for the classes, most were unwilling to participate in a new class or to pay for one themselves since many did not have the money. In addition, with the changing shifts and schedules it was difficult to confirm how many would ultimately enroll in a class. Eventually most participated

in the SLIAG programs offered in Belvidere and DeKalb. These programs allowed the workers to return home and then take the classes later in the evening.

NYLINT TOYS

A presentation was made to Nylint Toys, Rockford, Illinois, in early December, 1988. The toy company was investigating the possibility of starting literacy classes that would also involve ESL. One major issue was the extensive use of Spanish in the assembly lines and the total dependence on an English speaking employee to translate work orders or directions to others. At the time of this writing the company has decided to hire more Spanish speaking supervisors and to hire an additional translator to solve the immediate needs of the company. This negotiation terminated in the classic example of a "quick fix" which may solve the immediate needs of a company but not its long term problems. Rock Valley recommended the name of a Spanish translator who might be of assistance.

ROCKFORD PROCESS CONTROL

Rockford Process Control, Rockford, Illinois, is a contract manufacturing company specializing in small, medium and large precision metal stamping and assemblies. Because the company employs a large number of Laotians, the plant manager was interested in a basic ESL program that would be tailored to meet the individual needs of the company. Individual interviews were held and the SORT test was used to establish appropriate levels. A 30 hour contract was signed for 11 employees and a tailored curriculum was designed to meet the specific needs of the company. The teacher in this class has established a very positive rapport with the employees and has an excellent reputation as an ESL teacher. Again this reemphasizes the importance of proper teacher selection. The company specifically asked that she be rehired to teach the second contracted class. Personnel, supervisors and management were all pleased with the progress made. Employees were demonstrating more confidence and speaking to more people at work. Definitely an improvement had been seen by all participating parties. This second class is still in progress at this time for another 30 hours of English.

ROCKFORD SPRING

Rockford Spring, Rockford, Illinois is an industrial company hiring some Indochinese workers. They responded to a literacy survey earlier in the year. The company at the time of the initial interview had a few LEP employees who were in need of ESL but ultimately the company decided to wait until it had a more significant number of potential students on its payroll.

SPIDER COMPANY

Spider Company, Rockford, Illinois and specifically the owners/managers have a strong commitment to the education and training of their Hispanic employees. The company has had continuous on-site ESL classes for over a year. During 1988-1989 the company has had 11 employees who have participated in regular negotiated English classes and also 5 employees in the SLIAG (State Legalization Impact Assistance Grant) amnesty program. This project has enjoyed a special kind of success because of the total commitment of Bill and Marvis Trosper to developing the full potential of each employee. The average pretest SORT score was 1.9 when the initial course began and after 100 hours of instruction, the SORT increased to 5.8. The next objective is to enroll these Hispanic workers in ABE/GED classes at Rock Valley College.

STONEGATE NURSERY

Stonegate Nursery, Poplar Grove, Illinois, has a strong interest in the ESL workplace education program. Each year the nursery employs over 20 Hispanics to assist with nursery duties until the close of the season in early November. Because the nursery had already been involved in an ESL class the previous year, another 15 hours of English was contracted in October to assist the workers in basic English survival skills that would help them to function while they resided in the U.S. The class took place in a "rustic" building near the main nursery grounds. The SORT test was given but a post-test was not administered since the contracted time was so short.

SUNDSTRAND CORPORATION

Sundstrand Corporation, Rockford, Illinois, was actively involved in the business education partnership when they negotiated a 60 hour contract for English as a Second Language classes for 11 wives of Sundstrand engineers. The women representing several different countries were offered on-site ESL classes that would involve intensive cross-cultural communication, basic English language skills and accent pronunciation. The course terminated with a dinner at the teacher's home with each member bringing a special dish to share. Sundstrand recognized the fact that it was vitally important that all family members (especially the spouses) interact in the cultural environment and acquiring English language fluency was one of them. At

their request, a proposal to Sundstrand has been submitted for an ESL class for non-native speaking engineers.

TRENWYTH

Trenwyth, South Beloit, Illinois, is a small cement block factory that employs a majority of Hispanics. Many of these employees come from the Chicago area and have arrived in South Beloit through family assistance. Many of these employees expressed interest in taking classes and negotiations will be renewed again in the fall.

WOODWARD GOVERNOR

At the time of this writing, two meetings with the Human Resource and Training Director at Woodward Governor, Rockford, Illinois, have taken place. This company is sincerely dedicated to the cultural and academic growth of its employees. An on-site ESL program was developed the first year of the 310 grant and was very successful. Another meeting is scheduled for July to present the ESL program to supervisors of the company. Furthermore the company is also assessing basic workplace literacy skills for its Anglo-employees in the areas of basic reading and basic math.

OBSERVATIONS

Some general observations compiled by the ESL Workplace Coordinator may be of interest to other workplace projects. The response to the ESL program has been very positive. However, some obvious strengths and weaknesses are worth more careful consideration.

Because finding the most effective teacher for specific on-site instruction is hard to do, it is necessary to inform the business sector that hiring the "right" teacher takes time. Finding the "perfect match" is absolutely essential in the workplace literacy program for it can mean success or failure in terms of accountability and rapport.

Texts and materials are often needed on short notice and so it is recommended that ESL workplace programs purchase class sets of appropriate ESL related materials. Furthermore, these can be excellent resource materials if text orders have been delayed.

Instructors need to spend additional time on-site in order to adequately prepare for an ESL workplace class. It is recommended that the teacher receive reimbursement for preparation time and also for the time incurred in reporting and in course analysis. Since funding is limited, these costs might be passed to business through an increase in total program cost.

Some small businesses are very interested in ESL programs, but cannot afford the cost of even low-priced educational programs. Small business matching funds from the state would allow them to pursue a workplace program.

Many Anglo-workers become disgruntled when non-native speakers are given paid release time for a class directed toward learning English. More cross-cultural workshops are recommended to not only help the employer establish better employee relations but to ensure that the program initiated will be successful.

A major strength of the program has been the enthusiastic participation of the LEP employees. Recruitment has always been strong. If the ESL coordinator is able to sell the program to management, then nearly all LEP employees are willing to register for a class. There is ultimately little or no stigma attached to taking an ESL class as there might be in an ABE or GED class.

Another major strength of the program this year has been the dedication of the workplace ESL teachers. Rock Valley College has established a fine core of teachers who are committed to the literacy program. They are capable of working independently and are flexible in their acceptance of irregular teaching hours and varied teaching conditions.

It is recommended that a grant such as the 353 become more visible through a number of marketing approaches. In addition to actively contacting businesses, the ESL workplace program can be introduced through workshop presentations, active participation in educational and management training organizations, and in community services.

Another visible strength is the recognition of Rock Valley College's expertise in identifying the needs of LEP employees. This long term service will ultimately bring new contracts and further develop the partnership between education and business.

At the close of 1989, the program has gained in strength and expertise. We will continue to provide excellent English as a Second Language services to LEP employees in the Rock Valley College district.

CONCLUSION

In conclusion, when assessing the ESL workplace program, the first criterion should be whether the initial goals of each industry are being met. In most cases, that is vital to the success of the program since it is industry who must contract for workplace education service. Accountability, answers to specific problems, and concrete solutions are characteristic of workplace demands. It is the relationship developed by industry and education which determines the success or the failure of grants like the ISBE 353.

Education's ability to deliver a product is very evident when a company evaluates an on-site class and relays its opinion to the community. Workplace education walks a "tight rope" and its failures and successes are subject to quick scrutiny. Nowhere is there a greater indication of success than when a company decides to negotiate for a second time. It is this kind of victory that will ultimately help to maintain the United States in the forefront of the global market as it continues to produce an educated workforce.

The United States Constitution insures all Americans of "life, liberty, and the pursuit of happiness" and the last of these three is closely linked to the workplace education and literacy programs today. Ensuring that one has the right to seek a job, to seek job promotions and to seek new training rests on the development of a literate workforce. Rock Valley College, in association with its other partners, has accepted the challenge through innovative and exciting grants such as the ISBE 353 to educate and train employees through establishing English as a Second Language classes for business and industry.

ESL PROGRAM FOR BUSINESS/INDUSTRY

Cover Letter

Surveys, questionnaires for all levels
of training (managers, supervisors,
human resource dept., employers)

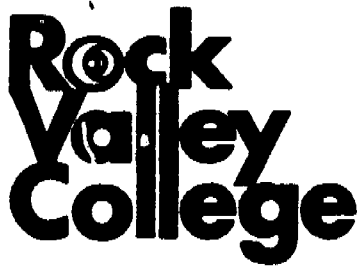
Identify
ESL needs/levels

- Develop
1. Cross Cultural Awareness
 2. Language Immersion

Marketing
Brochures Newspapers
Posters Meetings
Interviews

On-Site Classes
Customized Curriculum
Transitional ESL

Evaluation of Program
Renewal of Contract



Dear Business Leader:

"Only an educated work force can keep up with changing technology. Increasingly, companies offer classes to make sure employees can read and operate equipment." As this quote from Newsweek (September 21, 1987, p. 54) and other studies have shown, increasing literacy skills causes a decline in workplace accidents and absenteeism and an increase in product quality and productivity. In addition, employees who lack the basic skills in English may be depriving American business of a more competent, versatile and promotable employee.

In August, 1987, Rock Valley College, in cooperation with the Rockford Area Literacy Council and the English Language Study Center, received a grant to help local companies establish literacy programs for non-English speaking workers. The project, Private Sector Partnerships for English Literacy, proved so successful that seven companies established English as a Second Language (ESL) classes at their worksites during the first year. The program again received federal funding for 1988-89 through the Illinois State Board of Education.

As the ESL Workplace Coordinator, I can help you identify your company's needs and assist in developing a specific worksite program in ESL for your employees. I believe that the enrollment of your employees in ESL classes may result in several benefits:

1. Improved employee communication
2. Decreased employee turnover
3. Improved employee safety

All of these benefits may be translated eventually into increased productivity.

I would like the opportunity to meet with you and to explain more completely what the ESL Workplace Program can do for you and how we can work together in the literacy effort.

Sincerely,

Carol Freer
ESL Workplace Coordinator
Basic Skills Program

rh

HOW CAN YOU BENEFIT FROM THE PROGRAM?

The expertise of three educational organizations will provide:

1. A curriculum specially designed for your company.
2. Professional teachers.
3. Class supervision for each student.
4. A college record for each student.

Your foreign born workers will learn:

1. Survival skills:
For example: How to use the telephone
How to introduce themselves and others
How to order at a restaurant
2. Basic skills:
For example: Pronunciation practice
Reading English
Writing English
3. Occupation specific skills:
For example: How to read and understand safety information
from your company.
How to pronounce terms in your training
manuals.
How to help solve problems in their areas.

WHAT IS THE COST?

- 1 Adult Education Credit=15 hours of instruction \$26.00 per person
- 2 Adult Education Credits=30 hours of instruction \$51.00 per person
- 3 Adult Education Credits=45 hours of instruction \$76.00 per person
- 4 Adult Education Credits=60 hours of instruction \$101.00 per person

Minimum 8-10 students.

Price of books and materials additional.

Hours may be scheduled according to your needs.

Example: 1 1/2 hours, 3 times per week
2 hours, 2 times per week



3301 NORTH MULFORD ROAD / ROCKFORD, ILLINOIS 61111 / (815) 654-4250

ENGLISH LITERACY SURVEY

Company Name _____

Address _____
City State Zip

Corporate Executive Officer _____
Telephone _____

Contact Person _____
Title _____

Telephone _____ Number of Employees _____

Products _____

1. How many of your employees speak limited English or are unable to communicate in English? _____
2. How many of your employees are not United States citizens? _____
3. How does an employee's lack of ability in English affect the job performance of your labor force?
 - A. Non-promotability? _____
 - B. Lost time on the job? _____
 - C. Decreased skills? _____
 - D. Low morale? _____
 - E. Liability risk? _____
 - F. Lack of participation in company functions? _____
4. Does your company attempt to determine if an applicant can read English at levels required for his/her job?
Yes _____ No _____
If yes, how? _____

ENGLISH LITERACY SURVEY
CONTINUED

5. Would your company like help in determining reading level requirements for various job categories?
Yes _____ No _____
6. Have you noticed any symptoms of low level ability in English?
A. Employees refusing new training that requires reading?
B. Taking reading material home?
C. Mistakes on the job?
D. Requiring help from other employees?
E. Other: Please explain. _____
7. Does your company provide training for employees?
Yes _____ No _____
If yes, what kind? _____
8. Are you interested in on-site training in English as a second language and/or citizenship for your limited English speaking employees? Yes _____ No _____
9. Would you consider reimbursing your employees for:
A. Tuition? _____
B. Tuition and materials? _____
C. Tuition and half of their time in class? _____
D. Tuition and all of their time in class? _____

ENGLISH AS A SECOND LANGUAGE

Workplace Questionnaire

Please check the blank which you believe describes you the best.

1. How well do you speak English at work?
Excellent_____ Good_____ Not Well_____
2. How well do you write English at work?
Excellent_____ Good_____ Not Well_____
3. How well do you understand English at work?
Excellent_____ Good_____ Not Well_____
4. How well do you read English at work?
Excellent_____ Good_____ Not Well_____
5. Would you take an English as a Second Language class here at work?
Yes_____ No_____
6. Check the areas in which you would like to improve the most.
 1. Speaking_____
 2. Listening_____
 3. Pronunciation_____
 4. Writing_____
 5. Reading_____
 6. Vocabulary_____
 7. Spelling_____

English as a Second Language Questionnaire

1. What percentage of your non English speaking force can communicate:

- A. Easily _____%
- B. With some difficulty _____%
- C. Only a little _____%
- D. Not at all _____%

2. Rate the percentage of non English speaking employees who have the ability to do the following adequately:

- A. _____% Understand corrections about directions and ways to avoid mistakes/accidents.
- B. _____% Give feedback about equipment problems or employee conflicts.
- C. _____% Offer suggestions.
- D. _____% Talk to others in an assertive manner.
- E. _____% Participate in group discussion about problem solving.
- F. _____% Train another worker about his/her job.
- G. _____% Use questions to make sure they understand (i.e., Should I___?)
- H. _____% Report progress and finish work.
- I. _____% Understand alternatives.
- J. _____% Follow a process involving equipment.
- K. _____% Follow instructions using a chart/diagram.

Rock Valley College Refugee Training Program

English as a Second Language

Supervisor Questionnaire

1. Roughly what percentage of workers in your facility have an ESL literacy problem that affects their work?
2. Would you easily be able to get people to take ESL training?
3. What level of reading skill do you feel is the minimum required to work successfully in the major crafts in your facility? Please consider only reading ability, not general education. You can describe the desired level in a number of ways: Grade level (e.g., 8th. or 9th.) or performance capability (e.g., read the sports page to Time magazine, understand equipment operating instruction, etc.).
4. Is your management concerned about illiteracy's effect on your operation?
5. If so, are they willing to invest in solving the problem?
6. Would your organization be willing to invest in training time for some members of your staff to become tutors?

SAMPLE SUPERVISOR QUESTIONNAIRE

1. How many people do you directly supervise? _____
2. Are you familiar with the formal educational level of the people you supervise?
Yes _____ No _____
3. Are any of your employees lacking any skills they need for their job?
Yes _____ No _____
4. Of those people you supervise, how many do you think would take a class to improve their skills? _____
5. Would you like to take a class?
Yes _____ No _____
6. Do those people you supervise have trouble following directions?
Yes _____ No _____
7. Are there any problems with tardiness or absenteeism on the job?
Yes _____ No _____
8. Are there many mistakes made?
Yes _____ No _____
9. Do you have problems with employees filling out work orders properly?
Yes _____ No _____
10. Do you feel your employees communicate well with you?
Yes _____ No _____
11. Where would you like to have classes held?
Here _____ Somewhere else _____
12. When would you want a class to be held?
Before Work _____ During Work _____ After Work _____

ESL LANGUAGE NEEDS ASSESSMENT

1. Who would workers report to or discuss these subjects with?
 1. injuries _____
 2. signing in/out _____
 3. paycheck concerns _____
 4. supply needs _____
 5. broken equipment _____
 6. promotional opportunities _____
 7. tardiness/absenteeism _____
 8. phone in procedures for sick days, emergencies, etc.

 9. employee benefits _____
 10. personal problems (which may affect job performance) _____

2. Who else do workers talk to? _____
3. Are there bilingual supervisors? _____
4. What forms are employees required to fill out? (May we have both blank and completed copies?)
 1. work schedules? _____
 2. supply request? _____
 3. inventory? _____
 4. logs? _____
 5. other? _____
5. When applying for jobs, are potential employees allowed to take home application forms? _____ Are oral interviews required? _____

ESL LANGUAGE NEEDS ASSESSMENT CONTINUED

6. Do you provide daily instructions? _____
In written notices? _____ Orally? _____ Can you provide
examples? _____
7. Which safety signs and symbols must workers be able to read?

8. Are there commonly used slang terms or in-house terms that
workers need to know? _____

9. How much socializing is permitted on the job? _____

10. Do workers know the names of all equipment and machinery? _____
If no, please explain _____

11. What work procedures are the workers required to understand and
describe? _____

12. Are there abbreviations used in the worksite? _____
If yes, please give examples. _____

13. What are some difficulties you have in oral communication with
your non-or limited English speaking workers?
1. It takes a long time to communicate. _____
 2. Workers give inappropriate responses. _____
 3. Workers seem to understand but actually do not. _____
 4. Workers seem evasive, non-committal and apologetic. _____
 5. Workers make mistakes on the job. _____
 6. I cannot understand their pronunciation. _____

14. What is the most important thing English classes can do to help
the foreign born workers under your supervision?

ESL WORKPLACE NEEDS ASSESSMENT

Please check the topics that you feel are most important to you.
Check more than one if you are interested in several areas.

1. Employment:

- ☐ a. Talking with supervisors
- ☐ b. Talking with co-workers
- ☐ c. Asking for directions - help
- ☐ d. Reporting accidents
- ☐ e. Understanding rules and regulations
- ☐ f. Pay - benefits - overtime
- ☐ g. Understanding health benefits
- ☐ h. Obtaining a promotion

2. Employment/Cultural

- ☐ a. Understanding Americans
- ☐ b. Making friends
- ☐ c. Talking about my family
- ☐ d. Talking about my job
- ☐ e. Talking about coming to the U.S.
- ☐ f. Understanding my culture

3. Education

- ☐ a. Helping my children with school
- ☐ b. Getting a high school diploma
- ☐ c. Preparing for college

4. Shopping/Consumer

- ☐ a. Buying a house
- ☐ b. Shopping

5. Banking

- ☐ a. Opening a checking and savings account
- ☐ b. Writing checks

6. Health

- ☐ a. Visiting the doctor and dentist

SAMPLE REQUEST FORM FOR INFORMATION TO BE USED
IN MODIFYING THE ESL INDUSTRY CURRICULUM

Please provide as much information as you can on this form. Attach the business forms, manifests or memos which are part of your regular operations.

Name of Company: _____

Name of Department: _____

1. Please list the vocabulary terms which are specific to your department which you believe your employees should know.

2. Please list vocabulary terms which are not specific to your department but which you believe employees of your organization should know.

MARKETING TIPS

KNOW YOUR EDUCATIONAL PRODUCT

KNOW YOUR MARKET SECTOR

KNOW YOUR POTENTIAL CUSTOMER

KNOW YOUR ETHNIC COMMUNITY

KNOW YOUR GLOBAL ECONOMY

1

23

GUIDELINES FOR SELLING AN ESL PROGRAM TO INDUSTRY

- I. Establish Goals for the Program
 - A. Establish needs survey
 - B. Establish needs assessments
 - C. Research target area
- II. Preparation of a Marketing Folder
 - A. Create cover letter
 - B. Establish benefits and costs
 - C. Facts and figures
 - D. ESL survey
- III Contacting Potential Industries
 - A. Obtain local Chamber of Commerce listing
 - B. General mailing (optional)
 - C. Telephone contacts
 - D. Cold calling
 - E. Appointment and meeting
- IV Follow-up
 - A. Short thank-you note or phone call
 - B. Review

SAMPLE ADVERTISEMENT

A NEW BEGINNING

Enroll in an Adult Education Class

Sponsored by

ROCKFORD HOUSING AUTHORITY

Come to a meeting on January 11, 1989

at

9:00

COME LEARN WITH US

30

ESL Workplace Achievement shall demonstrate competency in the following areas (this does not reflect order of preference):

ORAL

1. Introduce and greet other co-workers.
2. Ask for help with a problem and directions for work.
3. Relate a specific order or request.
4. Talk to the supervisors about rules and responsibilities.
5. Dial, converse and terminate a telephone call to the place of employment.
6. Leave messages on an answering machine.
7. Talk to other American workers about a range of personal topics.
8. Give specific directions to co-workers.
9. Give a precise warning and the reason.
10. To report an accident and explain how it happened.

WRITTEN

1. Complete job application forms.
2. Fill in supervisor questionnaires, time sheets, control reports.
3. Write a short note.
4. Write a letter of intent, and resignation.
5. Write checks and money orders.
6. Write a set of directions clearly.
7. Take brief notes during a meeting.
8. Complete a W-4 form.
9. Fill out accident and illness reports.
10. Write a brief department report.

READING

1. Understand workplace safety signs and work notices.
2. Obtain information from blueprints, computer printouts, schedule changes.
3. Read a company's manual of personal benefits.
4. Obtain information from newspapers, informational booklets and magazines.
5. Read a pay stub and income tax forms.
6. Understand workplace job applications, social security forms and insurance benefits.
7. Use dictionaries and other resources to assist in correct spelling and pronunciation.
8. Complete accident reports.
9. File a grievance.
10. Use alphabetical indexes.

LISTENING

1. Obtain information from radio and television broadcasts.
2. Obtain information from a two-three party conversation.
3. Recognize the feelings expressed in a conversation.
4. Follow both simple and more complex workplace instructions.
5. Obtain details from a telephone conversation such as calling in sick.
6. Understand discussions at work concerning procedure changes.
7. Get information from a monthly employee meeting.
8. Recognize language indicators such as pauses and intonation.
9. Recognize strong emotional responses at the workplace such as impatience, rudeness or satisfaction.
10. Understand and recognize the workplace relationship of speakers in a conversation.

The responsibility of the educational institution in establishing ESL/Workplace Programs should include:

1. Adaptability in scheduling
2. Expertise in second/third language learning
3. Flexible teachers
4. Business orientation
5. Ability to customize curriculum
6. Sensitivity to cross-cultural learning
7. Adequate testing
8. Developing rapport with management
9. Technique for employee recruitment
10. A marketing package
11. Follow up and evaluation
12. Student/worker confidentiality unless a release form is signed

THE ESL PROPOSAL

IDENTIFY:

1. DATES
2. TIMES
3. LOCATION
4. TEACHER
5. TEXTS
6. LENGTH OF CONTRACT
7. EXPECTATION/OUTCOME
8. FEES

ROCKFORD PROCESS CONTROL
ENGLISH LANGUAGE COURSE
COURSE OUTLINE AND SCHEDULE

DATES: March 8 - May 15

CONTENT OF CLASS: Basic English language
Conversation skills
Basic literacy skills
Elementary writing skills
Basic workplace literacy skills

CLASS SCHEDULE: Classes meet Monday - Wednesday from 4:30-6:00

TEXT MATERIALS: Real-Life English: A Competency Based ESL Program
Employee Handbook of Company Policies and Safety
Rules
Group Benefits Plan
Profit Sharing Plan

WEEK OF:

March 8	Introductions/orientation
March 13	Personal communication/greetings/Pre-literacy activities/equal opportunity/full-part-time employee.
March 20	English in the community/normal work hours/overtime pay/holiday pay/vacation pay.
March 27	Our country/time cards/pay periods.
April 3	Our environment/absences from work/disability pay/special leave.
April 10	Food/wage garnishments/personnel record.
April 17	Shopping/personnel records/tuition reimbursement for classes.
April 24	Home/uniforms/insurance.
May 1	Health care/savings and profit sharing plan.
May 9	Employment/conduct and discipline/separation of employment/application for employment/W2 forms.
May 15	Transportation/travel/report of accidents.

ROCKFORD PROCESS CONTROL

VOCABULARY TERMS - EMPLOYMENT OPPORTUNITY

1. race
2. color
3. religion
4. national origin
5. age
6. sex
7. ancestry
8. handicap
9. marital status
10. sexual harassment

ROCKFORD PROCESS CONTROL

VOCABULARY TERMS - EMPLOYEE HOUR AND PAY SCHEDULES

WEEK 2

1. full-time employee
2. part-time employee
3. full normally scheduled shifts
4. lunch breaks
5. shift
6. mandatory
7. time and a half

Dear Supervisors:

Here are some things you can do to help with the classes:

1. Talk about the classes with your employees and post advertising.
2. Tell them when we will be having a meeting.
3. Inform employees personally. You might say, "Juan, have you thought about taking a class? Maybe it could help you improve your job skills."
4. Offer any help to answer questions or have them call us at 654-4480.
5. Make sure employees know that their job performance ratings will not be affected by their class performance.

WHERE DID YOU SPEAK ENGLISH THIS WEEK?

Monday Tuesday Wednesday Thursday Friday Weekend

HOME _____

BANK _____

DOCTOR/
DENTIST _____

SCHOOL _____

GROCERY STORE _____

DEPARTMENT
STORE _____

GAS STATION _____

WORK-
CAFETERIA _____

CO-WORKERS _____

PERSONNEL _____

SUPERVISOR _____

ESL NOTES FOR WORKPLACE LANGUAGE CLASSES

1. Be on time. One of the first lessons to be covered in an ESL workplace curriculum is the importance of promptness. ESL teachers can be great role models.
2. Make a point of taking class attendance. Record keeping and/or time cards are good methods to help emphasize the importance of accurate reporting methods.
3. Spend a few minutes during the beginning of class to renew important concepts from the last lesson.
4. Allow your students sufficient time to express themselves.
5. Make a list of two key phrases you intend to use during the lesson plan.
For example: "Would you help me?"
"Please repeat again."
At the end of the class, ask your students if they could identify the key phrase.
6. Be consistent. Your good sense of organization will reflect on the attitudes of your LEP workers.
7. Be patient!
8. Include at least one "hands on" project per week. It is tiresome to listen to only lecture. For example, draw a model of your plant. Identify the various departments in English. Draw a map of your route to work. Label it.
9. Role play. Light the spark that ignites creativity.
10. Bring a simple but life moving quote to class. Make it your motto for a day, week or month.
11. Smile!!
12. Remember the birthdays in your group. Most companies pay recognition to employees in this area.
13. Vocabulary building should be an integral part of your class. Make workplace vocabulary tops on your list. Flashcards are fun to use and a good recall method.
14. Ask students to bring news articles to class which interest them. Keep a notebook of the more stimulating ones.
15. Keep on hand a file of ESL games. These can pick up the duller moments.

ESL WORKSHOP

INSERVICE EVALUATION

	Excellent	Very Good	Good	Fair	Poor
1. Did the speaker indicate what you were to learn in this session?	1	2	3	4	5
2. Was the speaker knowledgeable about the material being presented?	1	2	3	4	5
3. Was the subject presented important for your teaching or tutoring assignment?	1	2	3	4	5
4. Did you receive answers for all of your questions?	1	2	3	4	5
5. Was the subject presented personally interesting to you?	1	2	3	4	5
6. How could this presentation be improved?					

GLOSSARY OF TERMS

ABE	Adult Basic Education
ELA	Eligible Legalized Alien
ESL	English as a Second Language
GED	General Educational Development
IRCA	Immigration Reform and Control Act
ISBE	Illinois State Board of Education
RALC	Rockford Area Literacy Council
RVC	Rock Valley College
SLIAG	State Legalization Assistance Grant

ENGLISH AS A SECOND LANGUAGE WORKPLACE GLOSSARY

<u>AMNESTY</u>	The means to obtain legal status in the United States for those who qualified under the Immigration Reform and Control Act.
<u>BILINGUAL</u>	Employees who regularly speak more than one language.
<u>CROSS-CULTURAL TRAINING</u>	Those techniques developed to help management understand more completely the limited English speaker.
<u>IMMIGRANT</u>	The term used to describe people who come to the United States to live but who have not been born here.
<u>MINORITY</u>	Groups of people who have distinct cultural backgrounds.
<u>QUICK-FIX</u>	The term used to describe immediate solutions to long term language communication problems in business that often cannot be remedied by short ESL courses.
<u>REFUGEE</u>	Individual who leaves his/her native country for reasons of social, political, or religious injustice or persecution.
<u>WORKPLACE LITERACY</u>	A variety of services which could include but not be limited to ABE/GED/ESL classes-job related, literacy volunteerism, quality control, skills inventory, and curriculum development.

COMPETENCY - BASED

ADULT EDUCATION

ENGLISH AS A SECOND LANGUAGE

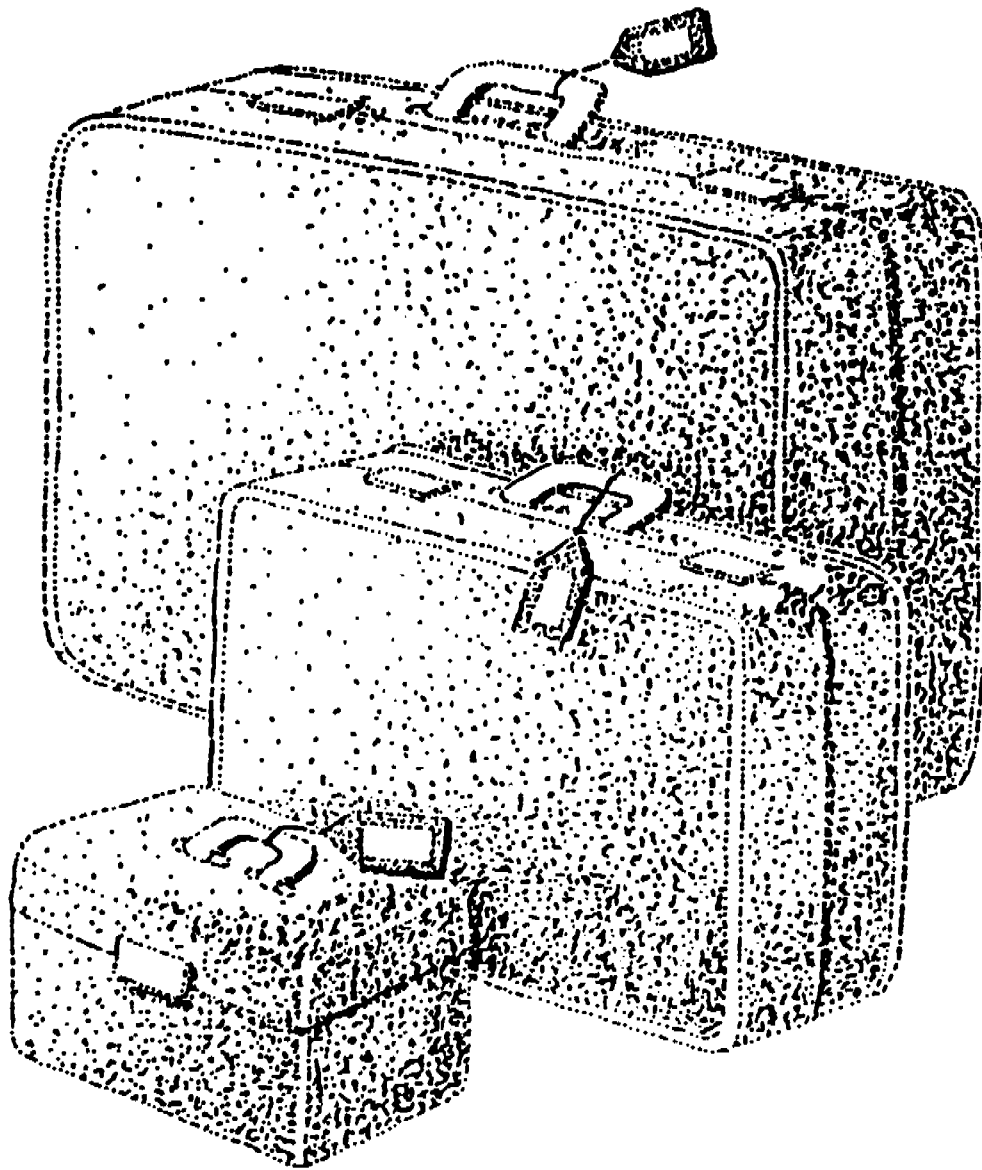
MODULES: WORKPLACE ENGLISH

INTRODUCTION

These four units incorporate language lessons that many English as a Second Language employees encounter during a working day. Immigrants, refugees and non-speaking U.S. citizens often rely on another co-worker or family member to help them out in difficult areas of communication at their place of employment. As a result, the immersion into the national workforce is delayed by their dependence on someone else's English to help them out in the vital functions of the workplace. Mainstreaming the limited English speaker is one of the main goals of ESL workplace education program.

Carol Freer
English as a Second Language
Workplace Coordinator
Basic Skills Program
Rock Valley College

Let's Take a Trip



ESL WORKPLACE MODULE

Let's Take a Trip

PURPOSE:

To instruct the employee in the proper procedures for applying for vacation time.

COMMUNICATION GOALS:

The employee will successfully understand the company policy concerning vacation time.

PROBLEM SOLVING:

The employee will successfully discuss a vacation plan with his/her supervisor.

ESL WORKPLACE INFORMATION:

Planning a vacation takes time to carefully plan. Most companies request that employees plan ahead! This may be a new experience for those who have lived in a "day by day" environment.

FINAL EVALUATION:

The employee will be asked to role play a dialogue whereby he/she will ask for information about vacation time.

WORKPLACE VOCABULARY:

- | | |
|-------------------|------------------------|
| 1. paid holidays | 7. Thanksgiving Day |
| 2. New Year's Eve | 8. Christmas Eve |
| 3. New Year's Day | 9. Christmas |
| 4. Memorial Day | 10. anniversary date |
| 5. Fourth of July | 11. part-time employee |
| 6. Labor Day | 12. full time employee |

CLASS INTRODUCTION:

The teacher will discuss the reasons why it is necessary to understand the rules regarding applications for vacation time.

1. Company organization and planning is very important. Small businesses with a limited number of employees must be adequately staffed with workers.

DIALOGUE INSTRUCTIONS:

This dialogue can be tailored to meet each company's individual procedures. Situation and dialogue should be altered to present the most comprehensive scenario for each place of employment.

DIALOGUE #1

The ESL workplace instructor will present the dialogue orally the first time. Employees should listen carefully noting pronunciation and intonation. Next, the employees will read the conversation between Phone and Khama.

Khama: Are you going on vacation this year?

Phone: Yes, I have worked for the company a full year now.

Khama: How much time are you going to have?

Phone: I have one week of vacation time. When I work here for five years I will have two weeks. Then I am going to take a tour of the United States. I want to see Los Angeles and Disneyland.

Khama: Chang has been here ten years. He has a three week vacation. Lucky guy! Can a part-time employee receive a paid vacation?

Phone: No, he must work a year before he can receive a vacation with pay.

Khama: Well, I'm going back to work. See you later.

OTHER SUGGESTED ACTIVITIES:

1. Bring a calendar to class and have the students identify the major American holidays.
2. Obtain a collection of travel information that could be used in planning a vacation.
3. Read aloud the company's manual on vacation benefits.

5. After discussing the definitions listed in the vocabulary section, the employees will work in pairs testing each of the assigned vocabulary words.
6. Short writing activity could include thoughts on the vacations planned for each employee.

ESL LEVEL OF GRAMMAR:

1. Use of the present tense - to be
2. Use of the expression - to go on a vacation

SPELLING-DICTATION:

1. Have employees practice spelling the holidays. This also incorporates rules of capitalization.

QUIZ:

Directions: Listen to each statement carefully and decide if it is true or false. Circle the correct answer.

1. Only full time employees receive a vacation.

T

F

2. Vacations can be taken three months after the employee starts to work.

T

F

3. Employees will not be paid for vacation time unless they go on the vacation.

T

F

4. Employees cannot receive their vacation pay before they go on vacation.

T

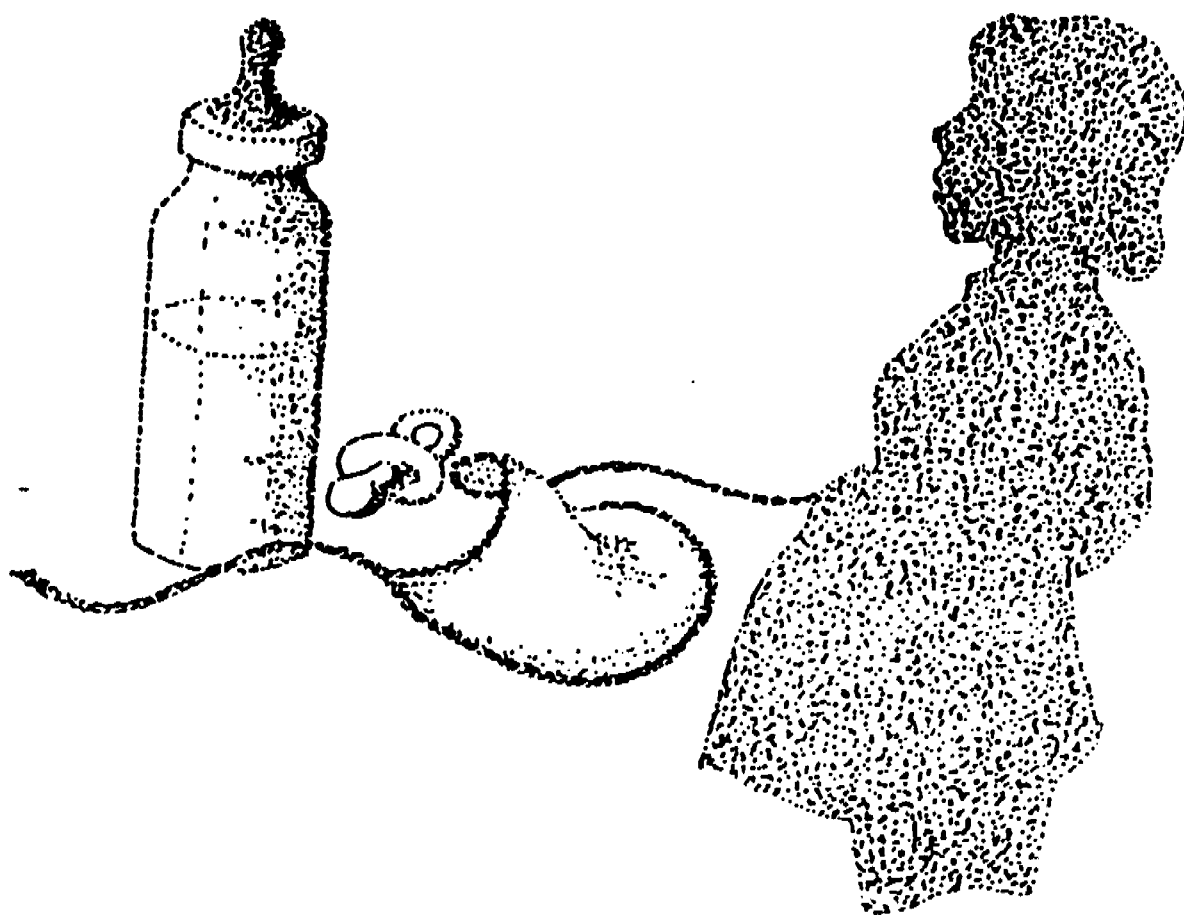
F

5. Anniversary dates mean one full year of employment such as June 12, 1988 to June 12, 1989.

T

F

I'm Going To Have a Baby



ESL WORKPLACE MODULE

I'm Going to Have a Baby

PURPOSE:

To instruct the employee in the proper procedures in applying for maternity leave.

COMMUNICATION GOALS:

The employee will successfully learn the steps in notifying her employer of pregnancy and learn how to apply for maternity leave.

PROBLEM SOLVING:

The employee will be able to successfully understand a company's policy for maternity leave.

ESL WORKPLACE INFORMATION:

For working women the news of pregnancy can often produce serious concerns. Knowing how to approach management and personnel will alleviate undue stress and apprehension.

FINAL EVALUATION:

The employee will successfully role play a scenario where basic information of maternity benefits will be discussed.

WORKPLACE VOCABULARY:

- | | |
|-----------------------|------------------|
| 1. maternity leave | 4. disability |
| 2. doctor's statement | 5. safety hazard |
| 3. delivery date | |

CLASS INTRODUCTION:

Having a baby can be a wonderful experience but to the non-native speaking employee it can be stressful if the basic information needed to apply for maternity leave is unclear. It is very important for the employee to understand at a very early stage what is required.

DIALOGUE INSTRUCTIONS:

This dialogue can be tailored to meet each company's individual procedures. Situation and dialogue should be altered to present the most comprehensive scenario for each place of employment.

DIALOGUE:

The ESL workplace teacher will present the dialogue orally the first time. Employees should listen carefully noting pronunciation and intonation. Next the employees will read the conversation between the two employees.

- Rosa: Hi, Mila. How are you?
- Mila: I'm so happy. I'm going to have a baby.
- Rosa: Congratulations! When is the baby due?
- Mila: In October. I'm a little worried because I don't want to lose my job.
- Rosa: You won't, Mila. You've been here over a year. That means that you don't have to return to work until the baby is six weeks old.
- Mila: You mean I get six full weeks of leave!
- Rosa: Yes, that's right.
- Mila: What should I bring to the personnel office?
- Rosa: Bring a doctor's statement that shows the date of your pregnancy and the expected delivery date.
- Mila: OK. I'll see the doctor next week.
- Rosa: Good, Mila. Ask your doctor to give you the papers.
- Mila: Thanks Rosa. I'll let you know what happens.

OTHER SUGGESTED ACTIVITIES:

1. Employees will form small groups and relate the dialogue to their personal experience. Role playing would be essential here for the female employees. Stress that it is also important for the men who have wives working at other job sites to know the basic procedure.
2. Read aloud the company's maternity benefits to the class.

ESL LEVEL OF GRAMMAR:

1. Use of the expression - I'm going to have a baby.
2. Contraction: You're = you have.

SPELLING:

maternity leave

delivery date

pregnant

congratulations

QUIZ:

Directions: Listen while the instructor reads each question. If the statement is true then circle a T and if it is false then mark a F.

1. Maternity leaves are similar to other disability leaves.

T

F

2. A doctor's statement is required for maternity leave.

T

F

3. In general, employees on maternity leave are given eight weeks off.

T

F

4. An employee needs to notify her employer as soon as possible if she becomes pregnant.

T

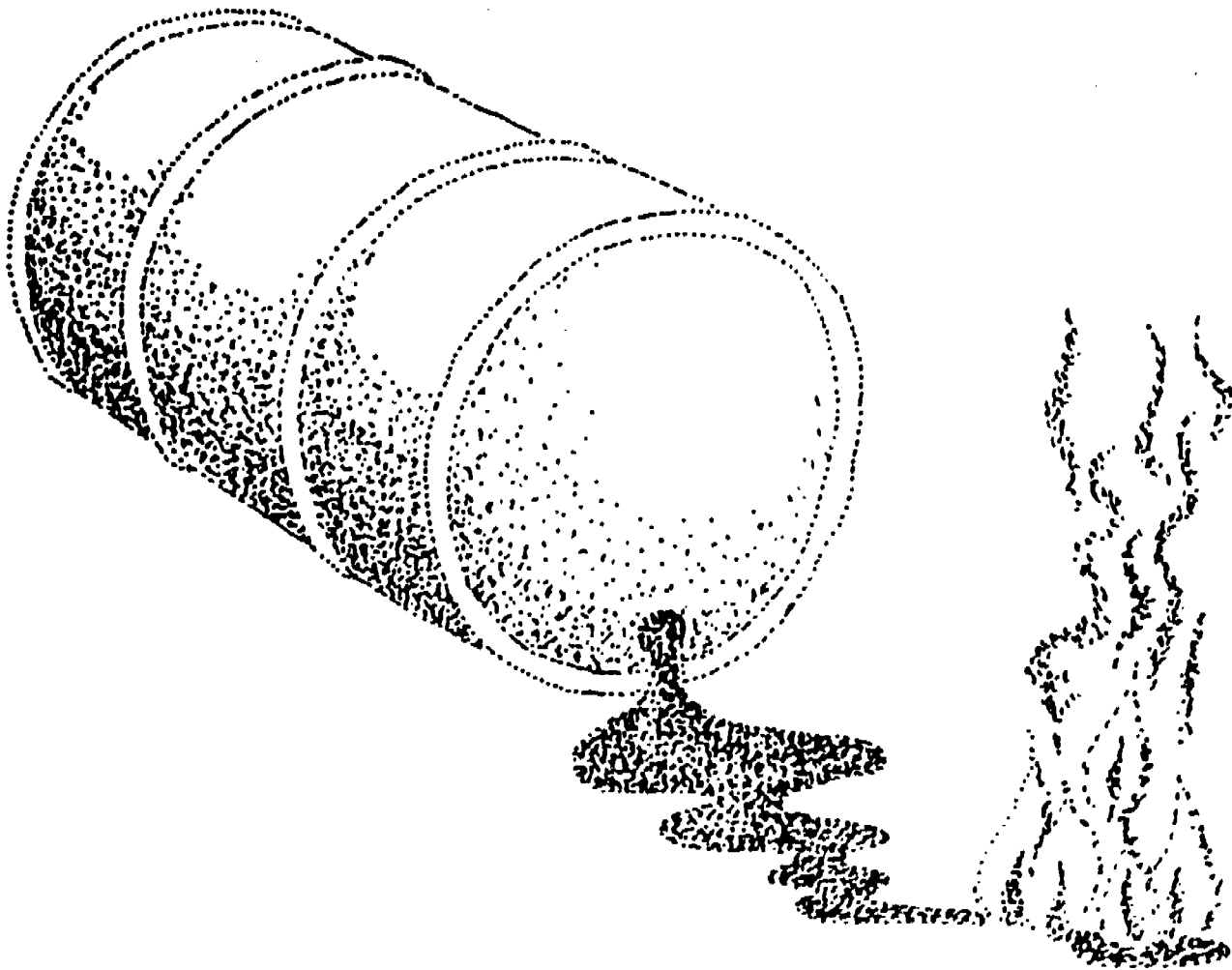
F

5. People can be fired from their job because they are pregnant.

T

F

Watch Out! This May Be Hazardous



ESL WORKPLACE MODULE

Watch Out! This May Be Hazardous!

PURPOSE:

To instruct the employee about hazardous materials.

COMMUNICATION GOALS:

The employee will successfully understand how to deal with a plant fire.

PROBLEM SOLVING:

With the combined help of management supervisors, the employee will exhibit an understanding of safety and hazard regulations.

ESL WORKPLACE INFORMATION:

Because many workers are exposed to toxic substances, it is vital that all ESL employees have the right to make a decision about the possible cost of employment to their health and life. A training program is for their benefit and their safety protection.

FINAL EVALUATION:

The students will successfully demonstrate the correct action to be taken in case of a fire.

WORKPLACE VOCABULARY:

- | | |
|--------------|-----------------|
| 1. petroleum | 5. explosive |
| 2. ignite | 6. skin contact |
| 3. alarm | 7. inhalation |
| 4. flames | 8. hazardous |

CLASS INTRODUCTION:

Because so much of the vocabulary relating to hazardous materials is difficult, the ESL workplace teacher can apply many "hands on" examples to clarify some of the more complicated explanations. All hazardous vocabulary could be written on large cards to be introduced for five or ten minutes of each lesson. The words can also be recorded on a tape with simple but clear definitions.

DIAGLOGUE INSTRUCTIONS:

This dialogue can be tailored to meet each company's individual procedures. Situation and dialogue should be altered to present the most comprehensive scenario for each place of employment.

DIALOGUE #1

The ESL instructor will present the dialogue orally the first time. Employees should listen carefully and then prepare to take individual roles for the second reading.

- Mike: Today we are going to learn about the dangers of petroleum based chemicals. The first thing we will do is get rid of the cigarettes. (Mike holds up a pack of cigarettes.) Never smoke near a petro product. What do you think might happen if you did?
- Manuel: The flames could catch and travel along the ground.
- Mike: You're right. We also have another word for catch and that is ignite.
- Manuel: We should also know where the fire alarm box and fire extinguishers are located.
- Mike: You're right, Manuel. And don't forget to turn off the valves and pumps.
- Jaime: We also need to send a worker to the office. They can call the fire department.
- Mike: Good point. Do you know the number of the Fire Department? Memorize this number: 964-3321.
- Jaime: Should we call you too?

Mike: Yes, page me with this message. "Attention, Attention! Mike Jones, report to (then give fire location)." Repeat 3 times.

Manuel: It's really important to know these rules.

Mike: It sure is. A lot of property could be destroyed and lives lost if we don't learn to act quickly.

OTHER SUGGESTED ACTIVITIES:

1. Role play a scenario similar to the one described above.
2. Invite a fireman to class to present information about hazardous material.
3. Show a short film on fire safety.

LEVEL OF GRAMMAR:

1. Use of the imperative form - Don't forget
2. Use of the contraction - You're

SPELLING-DICTATION:

1. Have employees practice spelling the following words.

fire department

fire alarm

ignite

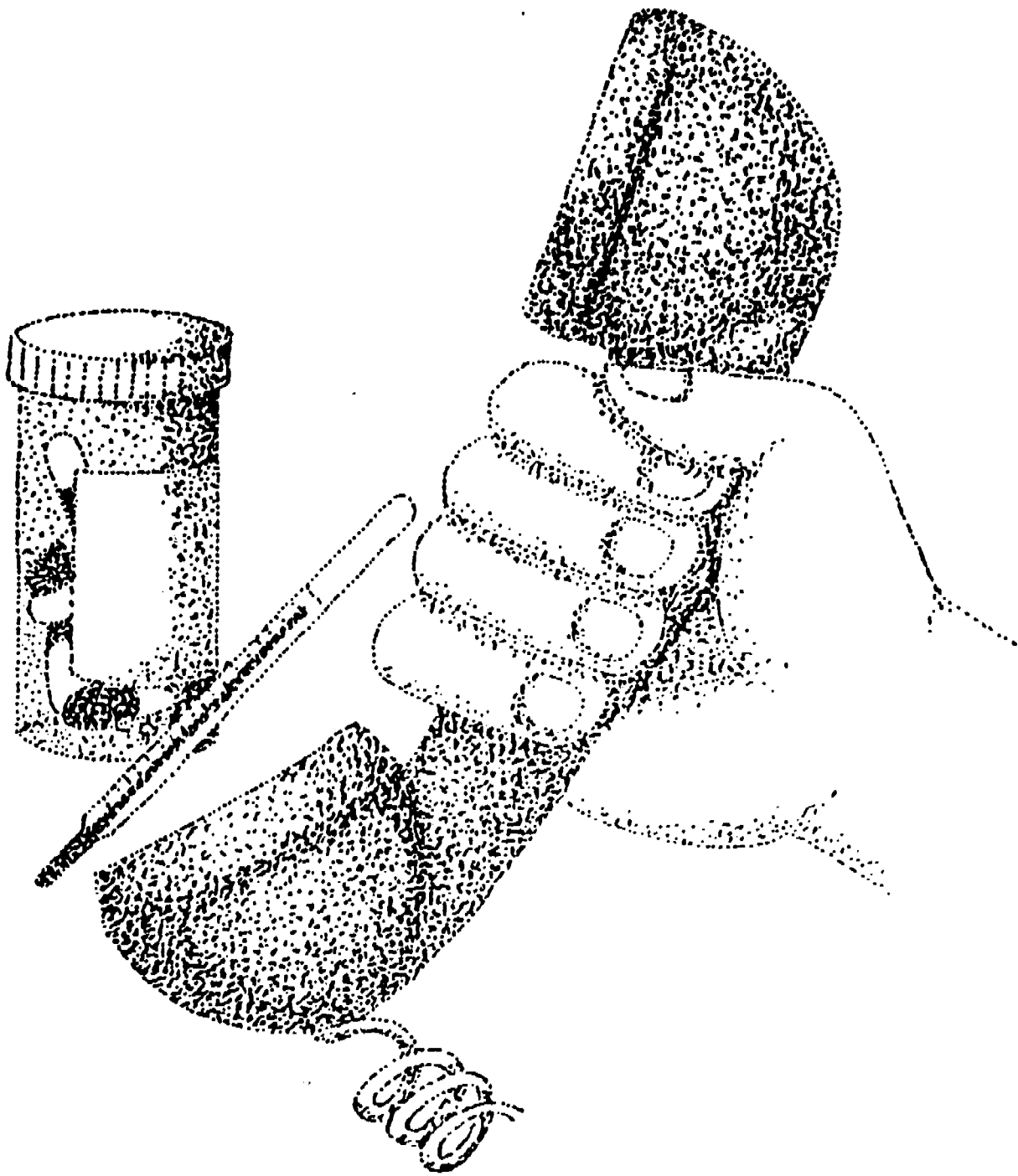
flames

QUIZ:

Read each statement and then decide if it is true or false.
Circle the correct answer.

1. You should always call the office if a fire starts.
T F
2. You should try to put out the fire alone.
T F
3. Fires usually travel slowly along the floor.
T F
4. Ignite means to put out.
T F
5. Most employees do not need to know the number of the fire department.
T F

Calling in Sick



ESL WORKPLACE MODULE

Calling in Sick

PURPOSE:

To instruct the employee in the proper procedures for calling in sick.

COMMUNICATION GOALS:

The employee will successfully learn more than one dialogue which will assist him/her in notifying the employer of an illness.

PROBLEM SOLVING:

The employee will be able to use the telephone to communicate absence from work.

ESL WORKPLACE INFORMATION:

The employee will become acquainted with the workforce philosophy that it is necessary to notify the supervisor that he/she will not be coming to work. Failure to report an illness could result in termination.

FINAL EVALUATION:

The employee will be asked to role play a variety of scenarios where he/she will be asked to call in and notify the company that he/she will not be coming to work because of an illness.

WORKPLACE VOCABULARY:

- | | |
|----------------|------------------------|
| 1. fever | 5. sore throat |
| 2. flu | 6. termination |
| 3. stomachache | 7. backache |
| 4. fired | 8. migraine (headache) |

CLASS INTRODUCTION:

Discuss with the employees the reasons why calling in sick are so important in the workplace. Point out that there are five reasons why they should report an illness immediately.

1. courtesy
2. responsibility
3. assists supervisor in obtaining extra help if needed
4. helps personnel keep records of employee benefits
5. punctuality

DIALOGUE INSTRUCTIONS:

These dialogues can be tailored to meet each company's individual procedures. Situations and dialogue should be altered to present the most comprehensive scenarios for each place of employment.

DIALOGUE #1:

The ESL workplace teacher will present the dialogue orally. Employees should listen carefully as the teacher reads it aloud.

- Cathy: Hello, I'd like to speak to my supervisor, John McKay.
- John: This is John. Hi Cathy. How are you?
- Cathy: Not very well, John. I have a sore throat and a fever. I won't be coming to work today.
- John: I'm sorry to hear that, Cathy. Take care of yourself. Get a lot of rest and drink plenty of liquids.
- Cathy: O.K. Thanks. See you soon.

DIALOGUE #2:

This dialogue would be practiced following the procedures for dialogue #1.

- Phone: Good morning. This is Phone. I would like to speak to Tom in the buffing department.
- Tom: Tom Daniels speaking.
- Phone: Hello Mr. Daniels. This is Phone. I won't be coming to work today. I have a fever and my head hurts. I have the flu. I didn't sleep all night.
- Tom: Thanks for calling, Phone. I hope you feel better. Stay in bed and get some rest. Remember that you need to call again tomorrow if you can't come to work.
- Phone: I will Tom. I'll go to the doctor in the afternoon if I don't feel better. Maybe he'll give me some medicine.
- Tom: Take care and thanks again for calling. Hope you feel better.

OTHER SUGGESTED ACTIVITIES:

Practice mini-dialogues of telephone conversations with one student role playing the supervisor, while the other employee takes the part of the ill worker. Have them describe what is wrong with them.

Employees practice recording the dialogues on tape and then listen to the replay.

Give a short dictation using one of the two dialogues. This will assimilate listening with spelling and writing skills.

ESL LEVEL OF ENGLISH GRAMMAR:

1. Use of the affirmative present tense = to be
2. Use of the contractions = I'd = won't
3. Recognition of the conditional tense = would
4. Present tense to have = illness (flu, sore throat)
5. Present tense of the verb = to hurt = hurts - a lot - a little

QUIZ:

Answer the following questions.

1. How do you feel? _____
2. What is the matter? _____
3. I can't come to work today because I
_____.